

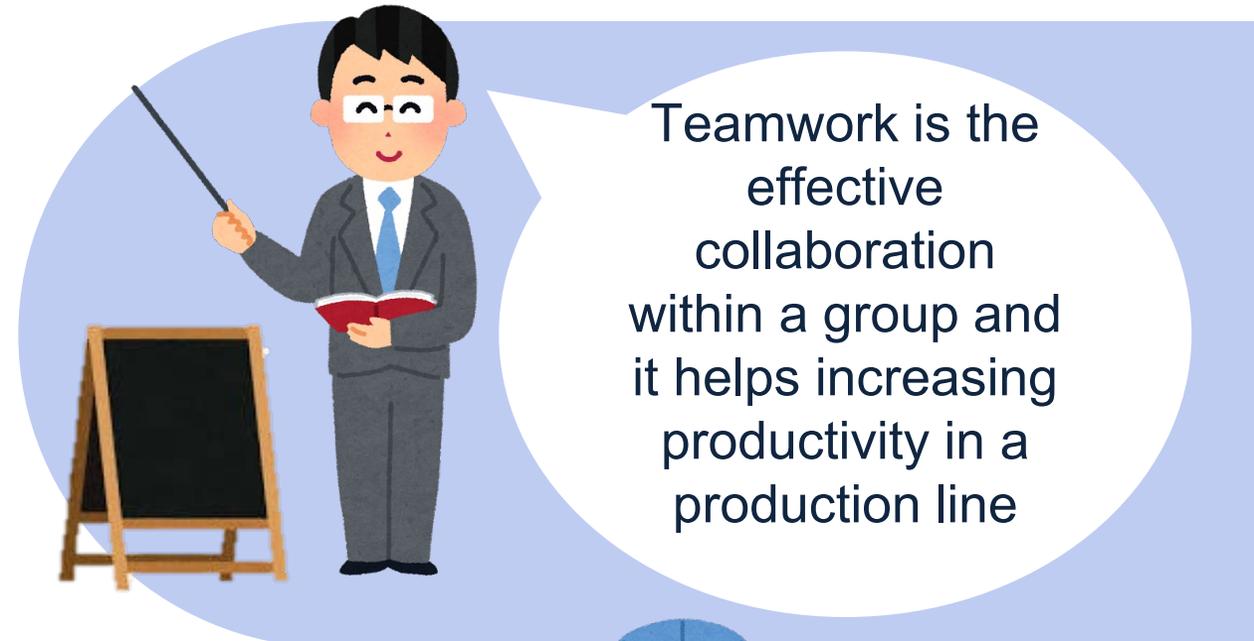
Part IV: Training Intervention

Non-Conventional Soft Skills Training Intervention for Garment Factory Workers

- *How do we train soft skills?* -

What are the challenges in training soft skills?

- Interpreting the idea to fit into **the specific work conditions**.
- Soft skills tend to be taught in an **abstract** and **general** manner, so most of the trainings offer knowledge on soft skills **at conceptual levels**.
- However, recently, there are arguments that **soft skills should be learned contextually**. Trainees may find it difficult to connect general concepts with their everyday situations at the workplace (Laker & Powell, 2011).



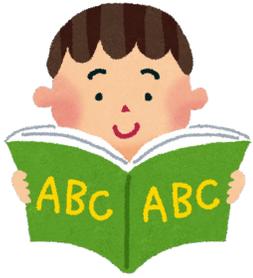
Declarative knowledge

VS

Procedural knowledge

**How many doors in
your house?**

**How many letters are there in
English Alphabet?**



Declarative knowledge

VS

Procedural knowledge



- The knowledge that helps individuals to **name, explain and talk about matters.**
- Knowledge of **'what'**
- E.g. explaining the method, giving examples
- Learners receive new knowledge in **declarative form.**

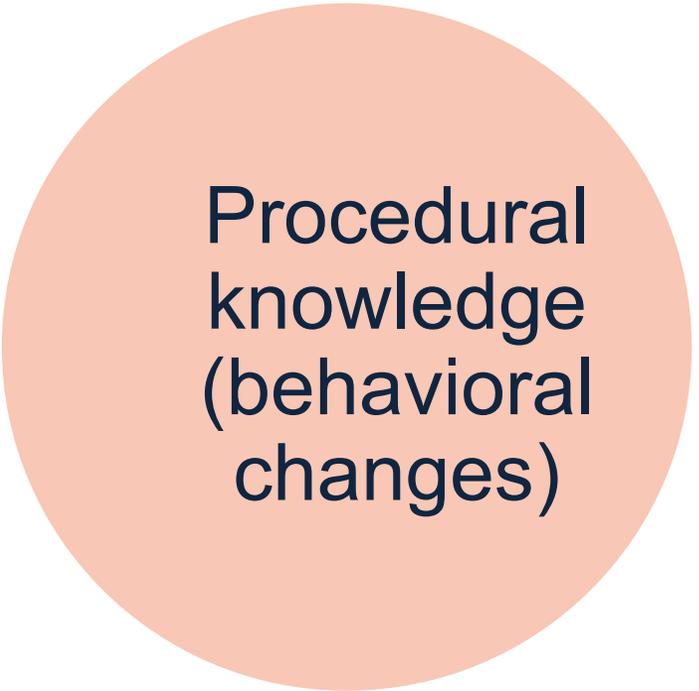
- The knowledge that helps us to **act and perform tasks.**
- Knowledge of **'how'**
- E.g. the body knowing how to maintain balance while riding the bike, teachers knowing how to transform knowledge to students
- Expertise develops over time through **actual trial and error.**



What do we expect from soft skill training?



Declarative
knowledge



Procedural
knowledge
(behavioral
changes)

- Conventional training methods such as lecturing may create some changes in trainees' declarative knowledge, but might not be sufficient to motivate behavioral changes.
- Aiming to capture also changes at behavioral levels, the SKY project employs '**Behavior Modeling Training**' to initiate the soft skills training module.



Behavior Modeling Training

- Behavior Modeling Training, also known as BMT, is grounded on the **Social-learning theory** of Bandura (1977).
- Social-learning theory emphasizes that **individuals learn by observing others' behaviors**.
- Observed behaviors might not be learned unless the observation goes through the following steps of the modeling process;

(1) Attention, (2) Retention, (3) Reproduction, and (4) Motivation.



5 steps in BMT approach

- Decker and Nathan (1985) proposed **five sub-steps** of the BMT from the original modeling process as follows;

explaining trainees well-defined behaviors to be learned

presenting models performing the to-be-learned behaviors

providing trainees opportunities to practice the behaviors

providing feedback to trainees

guiding trainees to transfer the learned behaviors to their job.

Games as the training delivering method

- In the current decade, the spotlight on **game-based learning** is sharply expanding in the field of education along with the extreme growth of technology (Armstrong & Landers, 2018).
- SKY projects merges the concept of BMT with a package of board games.
- Not only to give trainees more relaxed training atmosphere, games offer more significant elements to **accelerate the effectiveness of BMT**.

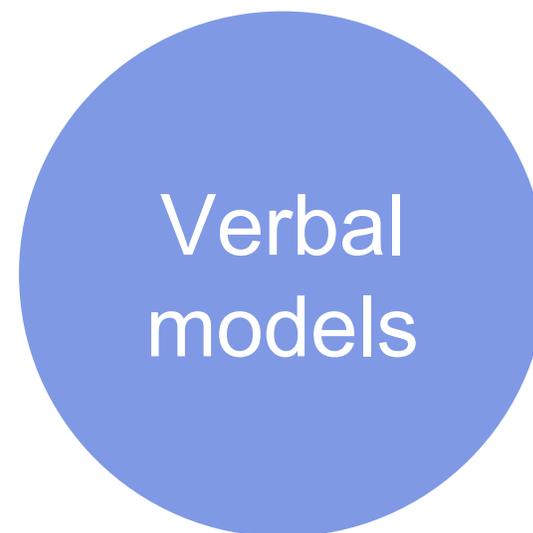
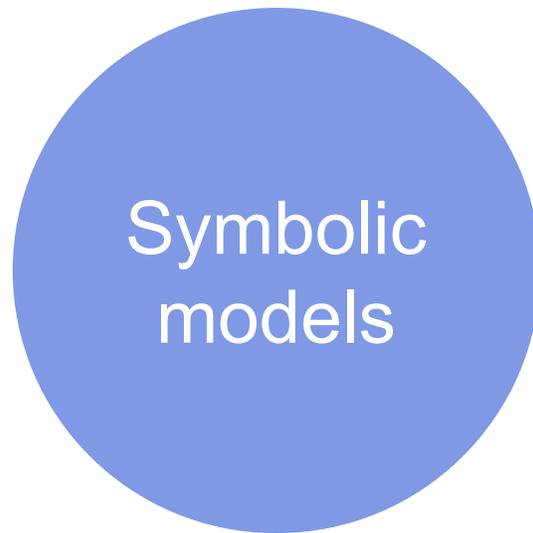


Games as the workplace simulation practice

- Many researchers suggest that learning soft skills in the **workplace simulation** is the most effective way (Dawe, 2002; Shuman et al.,2005; Talavera et al., 2007).
- Game design and endless creatable functions of games can create any **mimicked actual place, situations, and even intangible concepts of things.**
- By practicing through games, the employees will know how to properly behave **when encountering real-life challenges** they have already confronted in games.
- Practicing in the game **reduces the risk of loss in real life** and allow players to repeatedly explore different possibilities of behaviors' consequences through a **trial and error** process in a gamified setting.
- The SKY project's board games are designed based on actual production lines as well as other elements in garment factories, such as garment pieces, sewing stations, and recycle bins.

Games enable remote trainings

- Using games in BMT training enables remote training and minimizes the time consumption and cost of live models.



Bandura (1977)

- Models in our games are mainly in symbolic and verbal instructional.
 - (1) Cards with illustration and verbal instructions,
 - (2) Games' board and other elements' design

Games create the sense of achievement

- The functions of games in BMT grant players a sense of accomplishment, which is considered internal rewards.
- Bandura's (1977) Social learning theory: **Internal factor** connect observed behaviors with learners' **motivation** to imitate and transfer them to real situations.
- Internal/mental factor: individuals' internal reward or self-satisfaction, such as sense of achievement.
- **Games enlarge the positive intrinsic reinforcement** through many creative functions.
- In the game of the SKY training module, there are both **goal setting** and **quest** functions. We create a trainees' soft skill **progress board** for placing the received cards in front of them to provide a sense of acquiring particular skills indirectly.

Structure of SKY's training package

Introduction session

The facilitator explains training's objectives



Game 1: Card game

Trainees are given chances to know and retain targeted behaviors



Game 1 reflection time

The facilitator guides trainees to reflect on the 1st game within the group



Game 2: Role-playing game

Trainees will have to use skills they have known in the 1st game to achieve the 2nd game's objective. This game is designed to mimic the real setting and situations at garment factory in Ethiopia.



Game 2 reflection time

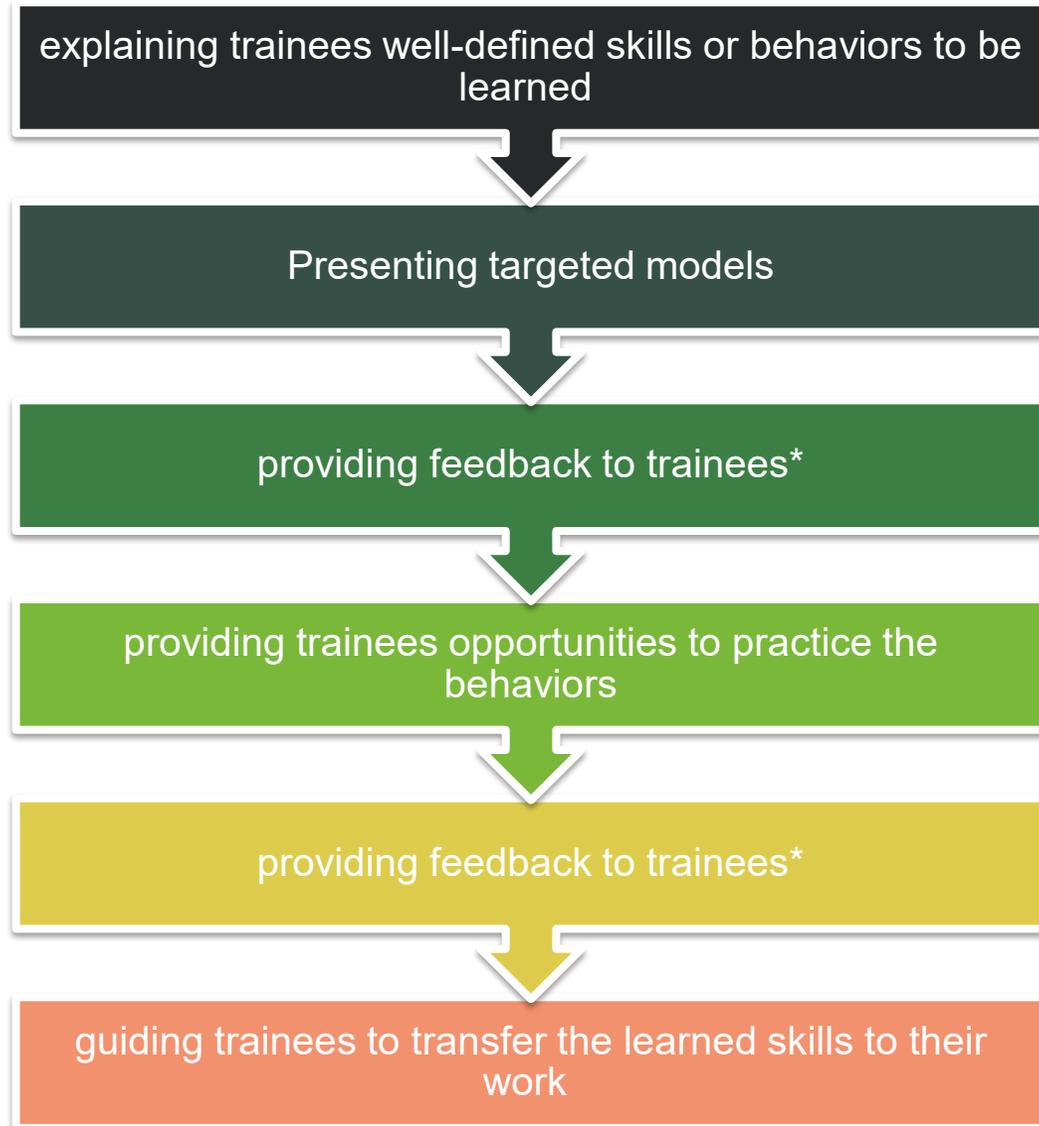
The facilitator guides trainees to reflect on the 2nd game within the group and compare with other groups



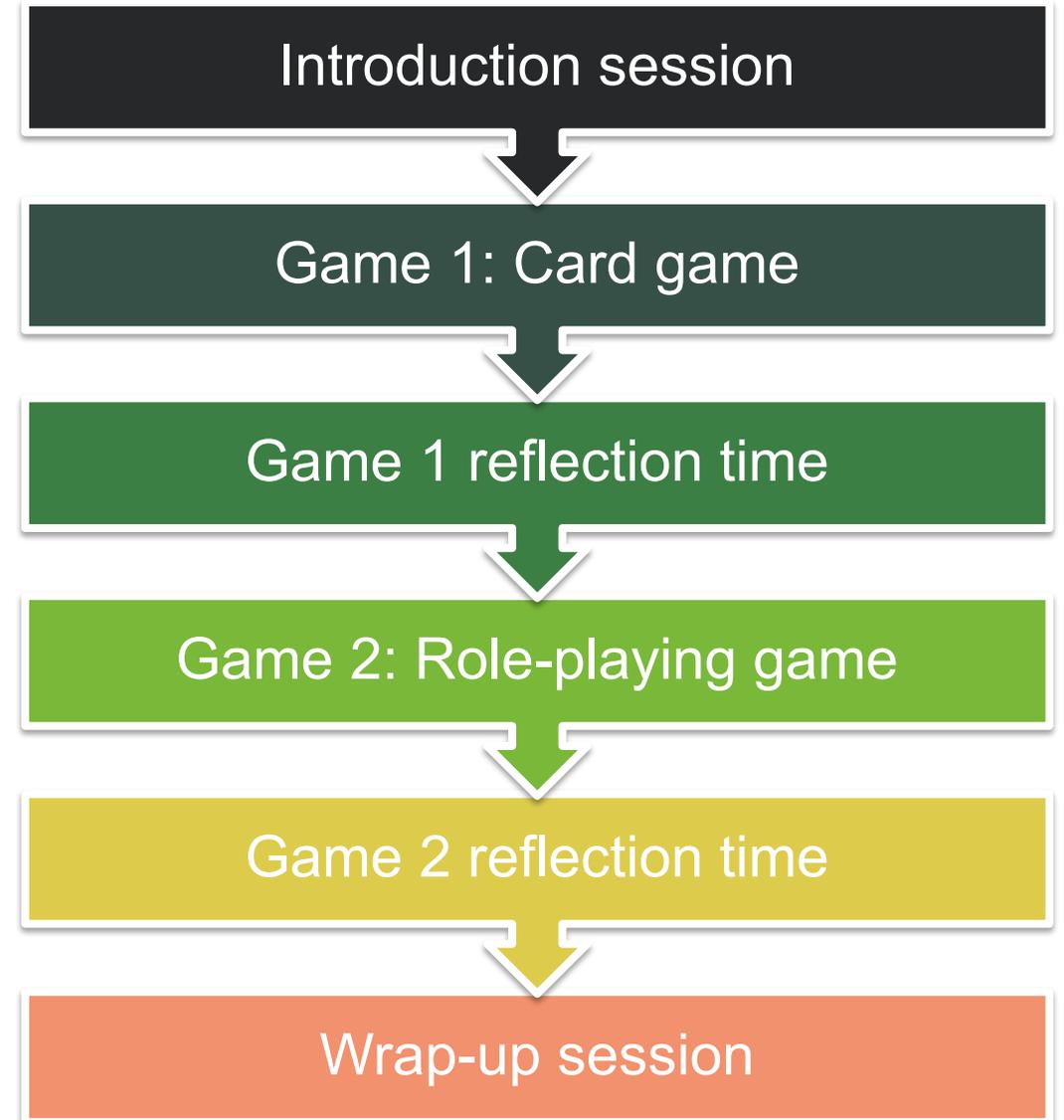
Wrap-up session

The facilitators initiate a discussion on how to apply the learned skills to trainees' daily life at work

BMT approach's steps



SKY's training package

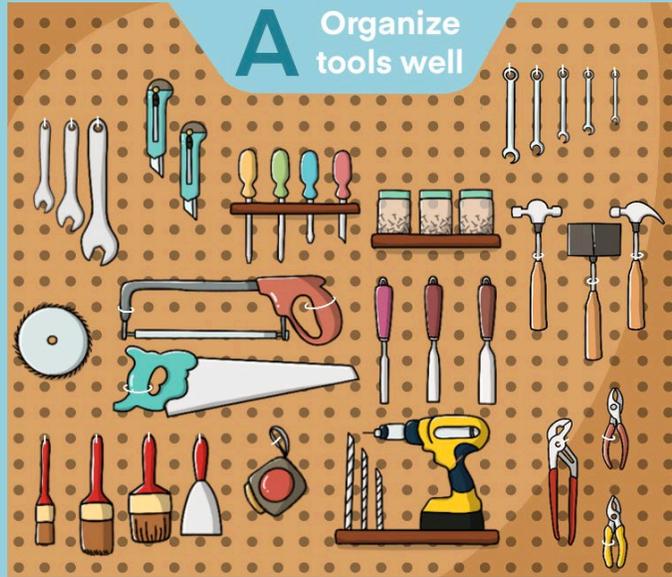




References

- Armstrong, M. B., & Landers, R. N. (2018). Gamification of employee training and development. *International Journal of Training and Development*, 22(2), 162-169.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice Hall: Englewood cliffs.
- Dawe, S. (2002). Focussing on generic skills in training packages. Leabrook S. Aust.: NCVER
- Decker, P. J., & Nathan, B. R. (1985). Behavior modeling training: Principles and applications. Greenwood.
- Laker, D. R., & Powell, J. L. (2011). The differences between hard and soft skills and their relative impact on training transfer. *Human resource development quarterly*, 22(1), 111-122.
- Shuman, L. J., Besterfield-sacre, M., & MCGourty, J. (2005). The ABET “Professional Skills” — Can They Be Taught? Can they Be Assessed. *JOURNAL OF ENGINEERING EDUCATION*, 94, 41--55.
- Talavera, E. R., & Perez-Gonzalez, J. C. (2007). Training in Socio-Emotional Skills through On-Site Training. *European Journal of Vocational Training*, 40(1), 83-102.

Illustration card: Soft skills card



I always organize tools neatly so that it is easy to find.



I use first aid to minimize injury



I help my colleagues when they need assistance.